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ABSTRACT

Five hundred and sixty-seven books and articles published mainly in the early 1970's on topics of growth and its relation to education are included in this bibliography. The listing is divided into the following 28 subcategories: growth and equilibrium, energy, environment and health, resources and land, population, business and economics, education, curriculum, communication, consciousness and reality, ethics and values, change, problem solving and planning, systems, cybernetics, models, paradigms, system dynamics, evolution, futuristics, design, community, work, philosophy and science, anthologies, bibliographies and references, and fiction. The materials listed can be used as reference materials for student study projects or for background material for research on curriculum planning and writing. (DE)

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CONTENTS

28

ACKNOWLEDGMENTS 1

EDITOR'S PREFACE 11

INTRODUCTION 111

GROWTH AND EQUILIBRIUM 1

ENERGY 4

ENVIRONMENT AND HEALTH 5

RESOURCES AND LAND 7

POPULATION 8

BUSINESS AND ECONOMICS 9

EDUCATION 10

CURRICULUM 14

COMMUNICATION 15

CONSCIOUSNESS AND REALITY 16

ETHICS AND VALUES 20

CHANGE 21

PROBLEM-SOLVING AND PLANNING 23

SYSTEMS 25

CYBERNETICS 26

MODELS 26

PARADIGMS 27

SYSTEM DYNAMICS 28

EVOLUTION 29

FUTURISTICS 32

DESIGN 33

COMMUNITY 33

CONTENTS (CONT'D.)

WORK 34

PHILOSOPHY AND SCIENCE 34

MISCELLANEOUS 36

ANTHOLOGIES 36

BIBLIOGRAPHIES AND REFERENCES 38

FICTION 39

FEB 25 1976

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We are indebted to the Western Interstate Commission for Higher Education for allowing us to publish portions of the results of the "Project to Study the Implications of Growth Policy for Post-secondary Education". We are particularly appreciative of our good friend, Lewis J. Perelman, Director of the Project, for helping to make this possible.

Since the Rockefeller Brothers Fund has provided the overall support for making this study possible, we wish also to express our gratitude for their important role in this effort.

Last, and very important, we wish to acknowledge the continuing and generous support of the Sperry Univac Corporation for making the printing of this publication possible. We must certainly go beyond our general acknowledgment to especially thank Earl C. Joseph, Staff Scientist with Sperry Univac Corporation, whose energetic support for many of this department's activities we are indebted.

EDITOR'S PREFACE

Our purpose for publishing the Bibliography (Volume 2, Number 1) and the Resource Directory (Volume 2, Number 2) is for use as part of The Science Museum of Minnesota Futures Workshop Series. We also want to support the superlative work of the Western Interstate Commission for Higher Education.

These particular volumes are part of a larger study called "The Project to Study the Implications of Growth Policy for Postsecondary Education" under the direction of Drs. Lewis J. Perelman and William H. Bergquist, for the Western Interstate Commission for Higher Education. The Bibliography and Resource Directory are part of the third objective of that study to "identify and assess resources...." The project is funded by a grant from the Rockefeller Brothers Fund.

Part of the problem that we see is the lack of communication about the many resources pertaining to important subjects in the futures field. The purpose of The Science Museum of Minnesota Occasional Paper on the Future is to make available some of the important and helpful resources that would otherwise remain unavailable in both hard-copy and microfiche.

We feel that these materials contribute to that end as resource materials that can be used directly in the classroom as student aids for study projects, or for background material for research for curriculum planning and writing.

INTRODUCTION

(Taken from Growth and Education, A Strategic Report to the Rockefeller Brothers Fund on the Implications of Growth Policy for Postsecondary Education, 1974, Appendix B, pp. 70-73)

PROGRAM STATEMENT

Problem

In the past few years, widespread concern about the problems posed by the growth of human population, resource consumption, waste generation, and other forms of material economic activity, has increased dramatically. Throughout the world, and at all levels of society, there is now an urgent and increasing interest in the quantity and the quality of growth.

In the United States, at the grass roots level, there has emerged what the Task Force on Land Use and Urban Growth, sponsored by the Rockefeller Brothers Fund, dubbed a "new mood", characterized not only by open questioning of the goals of endless material growth, but also by overt, organized and forceful citizen action to slow if not totally halt further economic "development" and population growth in an increasing number of communities and states. At all levels of government, there is increasing recognition of the need for comprehensive, long-term growth policy, embracing such areas as population, community development, racial/ethnic integration, housing, land use, transportation, environmental protection, energy production, resource exploitation, employment, etc. Local governments are more and more trying to control the rate and kind of growth occurring in their jurisdictions. A number of state governments are now engaged in the development of comprehensive, long-term growth policies, and nearly all states are now adopting policies dealing with specific aspects of state growth such as land use or environmental protection. At the national level, there have been at least ten major task force or commission reports over the last seven years concerned with national growth policy. A variety of legislation has been introduced dealing with specific aspects of growth policy, and two bills are pending in the U.S. Senate which would create formal governmental mechanisms to develop and implement a comprehensive, long-term national growth policy.

Internationally, many countries are now moving toward wide-ranging growth policies. The United Nations sponsored an international conference on the environment in Stockholm in 1972, and this summer will conduct a similar conference on population in Bucharest. A large number of international governmental and nongovernmental organizations are actively concerned with such areas of growth policy as trade, development, population, food, environmental protection, etc.

Pacing this rising concern for growth policy has been a growing recognition that our collective knowledge about the causes and

consequences of growth, and about how to achieve more balanced and stable alternatives to established patterns of material growth, is actually quite limited. In response to this lack of knowledge and understanding, scholarly investigation into the causes and consequences of growth and growth alternatives--studies largely neglected since the time of the classical economists of the last century--have now resumed in earnest. Within this area of scholarly activity, there has evolved an intellectual movement around such names as Forrester, Meadows, Mishan, Daly, Ehrlich, Hardin and others. This movement has seriously challenged the conventional wisdom about the desirability, the probability, and even the possibility of continued exponential growth in a finite world.

Of the several outstanding scholars participating in this intellectual movement, it is perhaps Professor Jay Forrester of MIT whose work has had the most critical implications for growth policy. In his studies of the behavior of industrial and urban systems, using the System Dynamics methodology which he had developed over a period of some 20 years, Forrester showed that the causes and consequences of growth and of decline in such highly complex, dynamic systems were poorly understood by those who had responsibility for managing such systems. Hence, Forrester demonstrated, policies which were conventionally proposed to solve various problems associated with the growth of such systems predominantly tended to produce results which were either unproductive or even counterproductive.

In a book entitled World Dynamics, Forrester used the same kind of analysis to demonstrate graphically the inherent instability of the existing world economic/ecological system. Elaborating on Forrester's World Dynamics model, the Club of Rome's Project on the Predicament of Mankind published its report entitled The Limits to Growth, in the spring of 1972. This report, produced by a team of systems scientists and engineers under the direction of Dr. Dennis Meadows, bore out the central conclusion of Forrester's World Dynamics study: that not only do limits exist theoretically for world population and material forms of economic growth--as Malthus, Ricardo, Mill and others have argued since more than a century ago--but that these limits are, in fact, on the verge of being reached. Indeed, the work of both Forrester and Meadows indicated that inadequate feedback and control mechanisms in the world system were likely to lead to an overshoot and subsequent catastrophic collapse of world population and industrial capacity. As often emerges in such System Dynamics analyses, these studies indicated that conventional, ad hoc policies designed to stave off disaster would not be likely to produce stability, and could actually make matters worse. On the contrary, what was clearly needed to achieve a stable equilibrium state in the world system was a coherent and comprehensive set of long-term growth policies, designed with an adequate understanding of the complexity and dynamic behavior of such a system.

As a result of the work of Forrester, Meadows, Herman Daly and the several other leading scholars who have been concerned with the "limits to growth", there has been generated a considerable amount of

controversy and debate about the nature of such limits and their impact on the behavior of real-world systems. Yet even while the debate about "limits" goes on, there has now emerged a school of thought which in some sense has gone "beyond limits". The members of this emergent school are less concerned with the basic question of whether there are limits to growth than they are with developing detailed and viable alternatives to conventional patterns of growth (that is, with developing models of potential equilibrium systems), and effective means for making those alternatives realizable.

There is a feeling generally held by members of the "beyond limits" school--and widely shared by other constituencies as well--that education has a crucial role to play in the resolution of the problems and issues related to growth policy. As the work of Forrester suggests, and as the general failure of conventional approaches to growth problems clearly demonstrates, the development and implementation of effective growth policy requires not only an attitude of concern, but also requires a far greater degree of competency in understanding and dealing with the behavior of complex social and ecological systems than the world's leaders and institutions now have. Clearly the cultivation of such competency is the responsibility of, and hence is a task of paramount importance for, our educational system. Some work has been done at the conceptual level on redefining the purposes and processes of education to respond to the needs of growth policy. Specifically, of the transition to an equilibrium state for education. There have also been a considerable number of ad hoc efforts to develop educational programs to meet these needs; e.g., a variety of courses and programs in schools and universities in the areas of environmental education, population education, urban studies, futuristics, etc. Yet there have so far been no detailed and comprehensive plans developed to clearly define, create and disseminate the kinds of educational innovations which the "beyond limits" school appears to be seeking. This, then, is the general problem to which this project is responding.

Objectives

The project proposed here will pursue four major objectives: 1) to define more clearly the goals which effective growth policy implies for postsecondary education; 2) to operationalize these goals; 3) to identify and assess existing resources that are applicable to these goals; and 4) to develop a strategy or strategies for the achievement of these goals.

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THE SCIENCE MUSEUM OF MINNESOTA
OCCASIONAL PAPERS ON THE FUTURE

Since its founding in 1907, The Science Museum of Minnesota, a non-profit educational institution, has endeavored to serve the public of the State of Minnesota and the surrounding regions through the development of high quality programming focusing on four questions: What is humankind? Where are we from? Where are we now? Where is humankind going? It is supported primarily by private funding which contributes to its abilities to perform objectively and with its own style of excellence. The Museum sees itself uniquely as a middle ground or public forum where the interest and expertise of various sectors of the community--academia, business and industry, government and special interest groups--can interact.

The Futures Studies Department of The Science Museum of Minnesota has a specific role to play in helping the Museum realize answers to its four questions--specifically the last question, "Where is humankind going?" It is the department's function to help the public explore and assess the alternative futures available to them in the medium and far futures of five to fifty years hence. Those alternatives will range from considerations of specific changes in technology which have long-range implications to changes in whole systems which might alter life-styles and values. In general, the department does not worry so much about the "what is-ness" of objects so much as the "so what-ness" of them.

In order to accomplish these examinations of alternative futures, the department plans to offer both exhibits and educational programs. The goal of both of these routes will be to significantly change the public's attitude toward the worth of futures thinking. If the department is successful, people will begin to examine the long-term consequences of acts, the interrelationships of changes and innovations, the ways in which large, complex systems respond to changes, and the legitimacy of trying to design their own futures. The department wishes to awaken the awareness in the citizens of Minnesota and the surrounding region that there is validity and significance in thinking about their possible futures. The Occasional Papers on the Future are part of that forum.

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